



FE SRE Policy

This policy covers our approach to teaching Sex and Relationships Education to the students in the Further Education department. *Governors have approved the policy.* The policy can be found in the school handbook, on the school website and put into practice during lessons.

Aims and Objectives

In teaching SRE at Tor View School we aim to:

- prepare our students for the opportunities, responsibilities and experiences of adult life.
- educate our students to respect and understand themselves and others including those of the opposite sex.
- Hope our students will become confident, responsible young adults capable of forming and sustaining healthy relationships.
- provide knowledge and information to which all students are entitled
- clarify and reinforce knowledge which students have already acquired.
- raise the students' self-esteem and confidence, especially in their relationships with others.
- help students to understand their sexual feelings and behaviour, so that they can lead a fulfilling life.
- develop the skills (language, decision making, choice and assertiveness) which are necessary in a range of situations.
- promote acceptable and appropriate behaviour in public and private situations.
- give students the skills necessary to avoid exploitation, misunderstanding and abuse
- give access to information and facilities appropriate to individual needs.

Rationale

We believe it is important that SRE is taught every year to our students for them to gain the knowledge and skills needed to be confident adults who know about safe sex and relationships. We want to prepare our young people and give them the skills to live safe and happy lives. We will ensure the best interests of the young people are maintained and we will encourage them to talk to their parents and carers.

If a parent requests their child to be withdrawn from the SRE lessons, they will be invited into school to discuss the situation with the Principle/Headteacher. If a young person is withdrawn from sex education we would be unable to prevent the young person from asking their peers what they had learnt in the lesson.

Classroom Organisation / Teaching and Learning Style

We will create a safe and supportive learning environment for pupils and students before the start of an SRE lesson. We will ensure that any pupils or students who indicate they may be at risk will get the correct support they need.

Sex and Relationships Education is taught every other half term (three times per academic year). The personal development group will be doing SRE through massage and focusing on body awareness.

If an SRE problem occurs it will be dealt with immediately by the form tutor and the head of the FE department. This will be referred to the learning disability team for support and guidance as and when needed.

Staff will decide on the most effective methods in the classroom. Priority will be given to the delivery of information in ways that are supportive, easy to understand, appropriate to the students age, physical development and cognitive ability. We are aware that the teaching of sex education to students with learning difficulties may need to be more direct than in other types of school.

We support the use of correct vocabulary and visual material which is clear and unmistakable. A wide range of teaching and learning styles will be employed as in all aspects of the curriculum including: group work, individual, mixed or single gender groups. Some teachers may need support and training to deliver the programme sensitively and effectively. This may be achieved by INSET, outside visitors or services. Staff who are expected to teach Sex and Relationships Education lessons will be supported by their colleagues and have the opportunity to attend training as appropriate.

Teaching Methodology

A letter must be sent home prior to the SRE lessons to inform parents and carers. Each SRE lesson must begin with ground rules allowing the pupils to feel at ease for them to participate and engage within the lesson. We will assess children at where they are and what they already know. We will use this to inform planning and next steps. Planning will be annotated as the weeks progress as it is a working document. Pupil's questions will be answered honestly. It is the discretion of the teacher teaching the lesson whether they answer the pupil/students question as a whole group or one a 1:1 basis.

Teachers who are concerned about the safeguarding of pupils/students will be referred to a DSL and the procedure for Child Protection will be followed on the same day. Confidentiality in such cases will be paramount.

Lessons will be differentiated to meet the needs of the pupils. We treat all pupils and students equally and everyone as an individual. This will be put into practice and can be seen during lessons. We will use PSHE lessons as a vehicle to address diversity issues.

Assessment

All pupils work must be clearly annotated stating whether the work was done independently or with support, following the schools marking policy. Evaluations from medium term planning will support the delivery of future lessons. Pupils and students will be assessed 3 times a year and levels will be recorded in the IPRA document. Any pupils identified within the lessons who seem to be struggling will receive additional support. Pupils will receive intervention if they have been identified in IPRA as not on target.

Monitoring

Staff who teach SRE will be observed once a year. Feedback, support and advice will be given after a lesson observation. There will be support from the subject leader and termly meetings to ensure staff are confident and comfortable teaching the subject.

Cross-Curricular Links

Where possible we will make cross-curricular links. SRE links with Literacy, especially speaking and listening.

	Name/Initials:	Date:
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